

Governor's State Workforce Investment Board



Issue 4 February 2004

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Integrated Performance Information (IPI) Project

Pam Watson

During the December 2003 Accountability Committee meeting, Dr. Arlene Parisot gave a report to committee members summarizing the Integrated Performance Information (IPI) Project that Montana is working on relative to workforce system performance indicators. The Accountability Committee intends to work cooperatively with the Montana IPI Project team, which includes: SWIB staff, Department of Labor representatives, Dr. Arlene Parisot and staff from the Office of the Commissioner of Higher Education, and staff from the Department of Public Health and Human Services (TANF).

The Washington State Workforce Training and Education Coordinating Board (Workforce Board) was awarded a grant to schedule and organize discussion forums with states, national associations, other relevant stakeholders in order to provide the U. S. Department of Labor with input from the states on what is required to support integrated information on the results of workforce investment programs and the One-Stop system. Examples of integrated information on results include but are not limited to: Outcome measures that apply across multiple workforce development programs; measures of the performance of One-Stop Centers and the One-Stop system; other measures of the shared results of workforce investment programs that are attributable to the combined effects of multiple programs; and training provider results reported to meet the requirements of multiple programs.

Montana was selected to serve as the "small" state on the project. The other states include Washington, Oregon, Texas, Michigan and Florida. In January 2004, the states and their respective panel of experts met to begin a series of three Policy meetings, which will conclude in June 2004. By January 2005, it is expected that the panel will be working with the U. S. Department of Labor and national labor organizations to disseminate the Blueprint for States, which will be a comprehensive guide to implementing integrated performance results information for workforce development programs. It is anticipated that the Accountability Committee will incorporate the blueprint developed by the IPI Project with the performance indicators they are developing for measuring the performance of Montana's workforce system. ■

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**President's Day is Monday
February 16, 2004.**

You will find a direct link to our newsletters on the official State Workforce Investment Board (SWIB) website:
www.discoveringmontana.com/gov2/css/boards/workforce/

Upcoming Events:

March 12-14
NGA Chairs/Staff Meeting
Washington DC

April 27
Rural Health Works Training
Workshop – Helena, MT

April 29-May 1
MPAEA 2004 Conference
Bozeman, MT
(see related article on page 2)

May 20-21
SWIB Meeting, Helena

**The MARCH SWIB MEETING
(March 11-12) has been
canceled.**

Voyage of Discovery – The Journey of Adult Learning

Pam Watson

The Mountain Plains Adult Education Association (MPAEA) has scheduled their 62nd Conference, Voyage of Discovery – The Journey of Adult Learning, to be held April 29-May 1, 2004 in Bozeman, Montana. Two keynote speakers have been selected for the conference. Lennox McLendon, Executive Director of the National Adult Education Professional Development Consortium, Inc. will be opening keynoter on Thursday, April 29th. Information in his presentation will include complying with the regulations of the Workforce Investment Act (WIA), and program improvement. The second keynote speaker will be Kim Ratz from Minnesota, speaking and singing about How to Thrive in a Radically Changing World. He has over 20 years of experience in adult and community education. The topics for the workshops and breakout sessions include: multiple intelligences, coaching, differences in workers and learners from different generations, and using WebCT as a tool for distance education. The conference is an excellent opportunity to learn what's happening in the world of adult literacy and basic education. For more information or to register, log on to: www.mpaea.org. ■

Anaconda Job Corps Recognized

Pam Watson



As reported in the *Anaconda Leader*, the Anaconda Job Corps was recognized as the number one Forest Service Job Corps Center at the recent Job Corps Center director's meeting in Denver. The Center was acknowledged for having the lowest weekly termination rate and the highest rating on the Outcome Measurement System (OMS). Centers are ranked according to their OMS standards, and according to the last report, the Anaconda Center ranked ninth of the 120 centers.

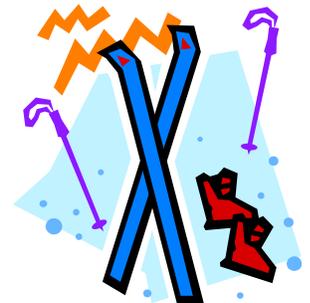
During the past year, 120 Anaconda center students successfully passed their GED examination, 126 students successfully completed all aspects of the program, and an additional 97 students completed at least one portion of the program. Senior staff from the Center acknowledged that the success of the Anaconda program is attributed to the dedicated staff team working well with a serious and dedicated group of students from throughout the Intermountain West. ■

Core Competencies for Youth Workers

Pam Watson

What knowledge, skills and personal attributes -- often called "core competencies" -- do full-time staff or part-time volunteers need to work effectively in youth programs? The National Collaboration for Youth compiled a list of the ten basic essentials. Youth Development core competencies are the skills that form a foundation for high-quality performance in the workplace, contribute to the mission of the organization and allow a youth development worker to be a resource to youth and the communities and organizations they impact. The following core competencies are the knowledge, skills and personal attributes that are essential for entry-level youth development workers:

1. Understands and applies basic child and adolescent development principles.
2. Communicates and develops positive relationships with youth.
3. Adapts, facilitates and evaluates age appropriate activities with and for the group.
4. Respects and honors cultural and human diversity.
5. Involves and empowers youth.
6. Identifies potential risk factors (in a program environment) and takes measures to reduce those risks.
7. Cares for, involves and works with families and community.
8. Works as part of a team and shows professionalism.
9. Demonstrates the attributes and qualities of a positive role model.
10. Interacts with and relates to youth in ways that support asset building.



The full article may be viewed at nydic.org/nydic/documents/FinalCompetencies1.doc. ■